

# HTAA e-Bulletin

July 2013



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## Welcome

Congratulations to ACTHTA for hosting the very successful 2013 HTAA Conference in Canberra during April 2013. From the brilliant keynote speaker, Neil Oliver, to the highly informative sessions, the ACTHTA had it all. Congratulations and thanks to the committee and the presenters for an incredible conference.

THE HTAA ESA project was launched at the national conference. This is a phenomenal website and resource which should be of significant benefit to both beginning and experienced teachers. A special thank you to Paul Kiem who has overseen this project and ensured that it is a usable website for teachers.

THE HTAA ESA website was also launched at the Darwin Conference in May with Maree Whiteley and Paul Kiem providing an overview of both K-6 and 7-10 components. It is great to see so many of our colleagues in the Northern Territory taking the opportunity to attend such an excellent professional learning experience.

### Competitions

Don't forget to get your entries in for the 2013 National History Challenge. I encourage teachers to look at all the specifications for each special category. This year's topic is an excellent opportunity for students undertaking studies in Ancient and

Medieval History to embrace this competition.

For those teachers of Years 9 and 10, the Simpson Prize is another opportunity to engage with historical enquiry. First prize is an incredible opportunity to visit battlefields associated with World War One. A different format has been introduced this year, with students asked to utilise at least three of the six sources provided as stimulus. These materials are incredible resource for teachers as well, so don't forget to check out the 2013 website: <http://www.simpsonprize.org/>.

### Senior Curriculum

Across the nation, numerous jurisdictions have begun to turn their attention to the Senior Ancient and Modern History curriculums. Western Australia has already completed teacher consultation for Ancient and Modern History and is working towards implementation in 2015, simultaneous to Year 7s entering secondary schools in the government sector. Victoria is working towards implementation in 2016. Other states and territories are developing their position on the Senior Ancient and Modern Curriculum and I encourage all members of HTA affiliates check newsletters and websites for further updates.

**Louise Secker**  
President, HTAA

## Calendar

This calendar is a monthly guide to what is coming up in 2013. Please visit each state association's website for more information about the events and professional learning (PL) sessions that you see on the calendar.

July	August	September
<b>5</b> QHTA Regional Conference, Townsville (QLD) <b>26-27</b> HTAV Annual Conference (VIC) <b>26-27</b> HTANSW State Conference (NSW) <b>31</b> Cities of Vesuvius PL, Coffs Harbour (NSW)	<b>2</b> HTASA Annual Conference (SA) <b>2</b> Cities of Vesuvius PL, Armidale (NSW) <b>3</b> Cities of Vesuvius PL, St Mary's (NSW) <b>4</b> IB & VCE Unit 4 Student Lectures (VIC) <b>6</b> Senior Modern History Seminars (QLD) <b>7</b> Cities of Vesuvius PL, Canberra (NSW) <b>8</b> Member Event (VIC) <b>9</b> Cities of Vesuvius PL, Bathurst (NSW) <b>23</b> HTAV Primary Conference (VIC) <b>24</b> Ancient History Day (QLD) <b>30</b> Entries to National History Challenge close	<b>20</b> Email entries close for QHTA Historical Writing Competition (QLD) <b>20</b> Email entries close for Premier's Anzac Prize 2014 <b>25</b> Hard copy entries close for QHTA Historical Writing Competition (QLD) <b>TBC</b> Military Museum Learning Resources Launch (TAS)
October	November	December
<b>1</b> One-day State Conference (TAS) <b>13</b> IB & VCE Exam Refresher Student Lectures (VIC) <b>25</b> HTAV Middle Years Conference (VIC)	<b>8</b> Entries to 2014 Simpson Prize close <b>28</b> Teachers New to VCE History PL (VIC) <b>30</b> Headstart to Extension History PL (NSW)	

## Competition News



### Australian History Competition

Congratulations to the winners of this year's Australian History Competition. The top students in the year 8 competition were:

- Cavendish Road State High School (QLD)  
DANIEL HARRIS Score: 96
- Christ Church Grammar School (WA)  
ALEXANDER LINDSAY Score: 96
- Christ Church Grammar School (WA)  
EDWARD GALLUCCIO Score: 96

These three students tied for first place.

In the Year 10 competition there was also a three way tie between:

- Regents Park Christian School (NSW)  
JACK REIHER Score: 96
- St Philips Christian College (NSW)  
MICHAEL GATTO Score: 96
- Penrith High School (NSW)  
SIMONE FERREIRA Score: 96

These students will be receiving winners' medallions over the next two weeks.

The date for the Australian History Competition for 2014 will be Wednesday May 28th. The cost will remain the same as this year at \$6.00 per student plus a school admin fee of \$30.

A full analysis of the results will be posted on the web at [www.AustralianHistoryCompetition.com.au](http://www.AustralianHistoryCompetition.com.au) next week.



## Simpson Prize

The 2014 Simpson Prize presents a new and exciting format for this prestigious national competition.

This year, students are required to use sources selected from the extraordinary archives at the Australian War Memorial as well as their own research to answer the 2014 Simpson Prize question.

Teachers now have a complete package to use in the classroom; the question, a marking rubric and the selected sources from the AWM archives. The Simpson Prize has never been more accessible to both teachers and students as it can be implemented as part of the Year Nine Australian Curriculum: History or as an extension exercise for Year Ten students.

While we welcome back those schools who reliably participate each year, we also invite teachers who may be considering entering students for the first time to explore our website, examine the sources and ponder the 2014 Simpson Prize question.

So simply visit [www.simpsonprize.org](http://www.simpsonprize.org) for what may be the first step in a journey of learning and research, culminating in one of your students participating in a fully funded study

tour of Gallipoli and attending the 2014 Anzac Cove Dawn Service. An experience of a lifetime!

## Paul Foley

Chairman, Simpson Prize



## National History Challenge

The Challenge's theme for 2013 is 'Legends, Fact and History'. The challenge is open to any students enrolled in Australian schools and

offers a great opportunity for class or extended student research and investigation about any topic of history.

Students can enter in their class level or in eleven Special Categories that offer directed research areas. Our new sponsor for 2013 is UNESCO Memory of the World. They are sponsoring the 'Migration and Human Rights' category – their resources offer students a rich source of information and opportunity.

Entries close on 30 August and each state or territory provides instruction as to where the entries should be sent. Information about entry and about the challenge can be found at <http://historychallenge.org.au/>.



## THE SIMPSON PRIZE

*"How well does the Anzac legend tell the story of individual Australian soldiers during World War One?"*

**ENTRIES CLOSE: Friday 8 November, 2013**

**A competition for Year 9 and 10 students**

The 2014 Simpson Prize Question requires students to respond to the question using both the 2014 Simpson Prize Australian War Memorial Source Selection (<http://www.awm.gov.au/simpson-prize-question-2014/>) and their own research. It is expected that students will make effective use of a minimum of three of the sources. It is also expected that up to half of their response will make use of information drawn from their own knowledge and research.

**Entries via [www.simpsonprize.org](http://www.simpsonprize.org)**

## NATIONAL HISTORY CHALLENGE



The theme for the 2013 National History Challenge is:  
*"Legends, Fact and History"*

**ENTRIES CLOSE: Friday 30 August, 2013**

**A competition for students from Primary to Year 12**

The National History Challenge is an exciting contest that encourages students to use research and inquiry-based learning to discover more about the past. They can investigate their community, explore their own and their family's past and explore ideas throughout history. The NHC encourages inquiry-based learning, the use of primary and secondary sources and offers a variety of presentation styles that can cater to individual learning styles. It rewards students with generous cash prizes and travel opportunities.

**Entries via [www.historychallenge.org.au](http://www.historychallenge.org.au)**



## Web News



### Major Resource for Australian Curriculum Launched

The History Teachers' Association of Australia (HTAA) has just launched a unique website: AC History Units [www.achistoryunits.edu.au](http://www.achistoryunits.edu.au).

- Developed by classroom teachers from around Australia, it is designed to support the implementation of the Australian Curriculum: History in primary and secondary years.
- The site presents eight units. The first, Teaching History, is a foundation unit, providing a brief introduction to the discipline of history and designed to 'unpack' the skills, concepts and historical understandings of the Australian curriculum. The remaining seven units focus on specific topics relevant to particular year levels and provide practical support in the form of teaching programs, sample learning sequences, a wide range of resources and assessment ideas.
- A major goal has been to provide the conceptual background (in Unit 1) and concrete examples (in Units 2-8) to assist teachers in designing their own programs and learning sequences for other topics and year levels. It is expected that this resource will be welcomed by teachers at all levels and teacher educators.

### Scootle Community

Scootle Community is an Australian first teacher-specific channel for information and interaction.

Funded by the Australian Government and delivered by Education Services Australia, it is a new information hub where teachers can share ideas with peers around the country and quickly access high quality teaching and learning resources.

Whether it is lesson plans, information relevant to the Australian Curriculum, or just a helpful peer perspective on a classroom challenge, Scootle Community puts a world of ideas and information at the fingertips of Australian teachers.

As members of the Scootle Community social network, educators can:

- Set up a profile as they would on a social network and join discussion groups, read and write blogs, ask questions and share expertise.
- Connect with teachers from all over the country, bringing together rich experiences from diverse communities.
- Create a teacher network on the topic of their choice. Users can choose to create a private, invitation-only network, or one that is open to all interested educators on the site.
- Join teacher networks, enter discussions, create wikis and blog on the things they wonder about or want to share.
- Interact through live chats and blogs with special guest bloggers on subjects of interest.

If you already use the [scootle.edu.au](http://scootle.edu.au) resources website, you can use your Scootle login to access the site at [community.scootle.edu.au](http://community.scootle.edu.au).

The site can be accessed on a tablet device or a desktop or notebook computer, with smartphone and tablet applications coming soon.



## Australian Capital Territory

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The highlight of the year for the ACTHTA has been the national conference, held at the National Library of Australia from 22 - 25 April. A small but dedicated committee worked hard on the arrangements for many months, ably assisted by the staff of the National Capital Education and Tourism Project, and we were delighted with the final results.

The conference opened with a wonderful address by Scottish historian/archaeologist Neil Oliver, presenter of TV series such as 'The History of Scotland' and author of several books on historical topics. Other keynote speakers were David Headon, an expert on the history of the Canberra region, and Jennifer Lawless, from the NSW Board of Studies, who held an audience of some 200 delegates completely fascinated. Workshops included speakers from Israel, Singapore and the Australian National University, and ranged across a wide variety of both content areas and pedagogical ideas. Each workshop strand also included a technology based session.

An innovation for this conference was the afternoon workshop strand, held at national institutions across Canberra. The Australian War Memorial, National Australian Archives, National Museum of Australia, National Film and Sound Archives, Museum of Australian Democracy (Old Parliament House), National Gallery of Australia, National Portrait Gallery and the National Library of Australia all provided access to their collections and ideas on how the material could be used in the classroom. A visit to Government House also allowed delegates to visit the office from which Gough Whitlam was dismissed. The atmosphere on the buses, as delegates were transported to and from these venues was indicative of the excitement generated across the four days of the conference.

Having enjoyed cocktails at both the National Museum and the Archives and dinner in the Members' dining room at Old Parliament House, where they were addressed by Robyn Archer, delegates still had the energy and enthusiasm to turn out in the cold for the moving Dawn Service at the Australian War Memorial. This was followed by a breakfast at Campbell High School and a final keynote address by author Peter FitzSimons which sent everyone away on a high note.



Attendees enjoy morning tea at the HTAA National Conference in Canberra.

The ACTHTA is a very small association and we were delighted that so many delegates attended and made the conference such a success. We could not have held such a big and well received event without the generous input of sponsors such as the Centenary of Canberra Committee and the Department of Veterans' Affairs, the hard work and expertise of the NCETP and the support of our national institutions. The contacts and bonds we have established with these bodies will enable us to continue a range of interesting professional learning opportunities for teachers in the ACT and surrounding areas in the future.

**Hilary Brettell**  
President, ACTHTA

## Queensland

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As I write this report, the Queensland History Teachers' Association celebrates its fiftieth anniversary. It is wonderful to think that, for 50 years, teachers in Queensland have been so dedicated to the cause of effective history teaching that a group of dedicated volunteer teachers have joined together to:

- foster an interest in History and the teaching of History;
- provide a forum for discussion and for the exchange of information relative to the teaching of History;
- publish from time to time material related to History and the teaching of History;
- sponsor and support all such activities as may assist History teachers and the teaching of History.

The value of such volunteer organisations cannot be calculated. I know that it was QHTA who provided the advice and professional learning that, as a teacher from interstate, I required when I moved to Queensland. I am sure the same is true for many other teachers.

As part of this professional support for teachers, QHTA is in final preparation for our annual State Conference to be held on 22 June and our Annual Regional Conference to be held on 5 July. Both conferences promise to offer teachers a wonderful range of professional development opportunities. Our Brisbane keynote speaker this year is political activist, freelance journalist, author and blogger, Antony Lowenstein. His book on the Israel/Palestine conflict, *My Israel Question* was described as 'one of the best treatises which presents in the most lucid way possible why anti-Zionism cannot be equated with anti-Semitism' by Ilan Pappé. We look forward to a thought provoking talk! Other presentations range from the use of various web 2.0 applications and programs in the History classroom, to the implications of the National Curriculum: History to Queensland classrooms, to talks on Hypatia, the Rise of Islam and the sinking of the Montevideo Maru. Our Hot History Conference in Townsville offers a range of presentations tailored to the interests and needs of our members to the North, beginning with a keynote by Dr Dorothy Gibson-Wilde on 'Historical Influences on Northern Queensland.'

Our seminars for students were once again very well attended, and we the University of Queensland for hosting a wonderful Ancient History day and to Dr Tom Stevenson and Dr Caillan Davenport for their interesting talks. Our Modern History talks were so popular that they were conducted in Brisbane, the Sunshine Coast and Gold Coast. We thank Dr Brian Hoepper for his lecture

on Terrorism and Mr Ian Gray for his talk on 'Nazism – lessons from a dark past'. The popularity of these student talks demonstrate clearly that History is alive and well in Queensland schools!

The quality of the work produced by students continues to impress with wonderful entries in The Premier's Anzac Prize, The National History Challenge, and Simpson Prize. Entries in our local Queensland History Writing Competition demonstrated real understanding of the processes involved in historical investigation.

April saw the State Library of Queensland and the Queensland History Teachers Association join together to deliver a two-day research workshop for ten of Queensland's top young history students. Nominated by their history teachers, these students were selected based on their passion and aptitude for historical enquiry. This is the third year YHRW has been held at the State Library. Successful applicants participated in a range of workshop sessions:

- State Library tour of learning spaces and services;
- Introduction to the catalogue and databases;
- Using history in social media;
- White gloves experience with original material;
- Mentored study sessions.

The focus of History in Queensland for the past twenty years has been upon a critical approach 'characterised by the teacher's role as leader and facilitator, active inquiry by students, and an emphasis on understanding the reasons for social phenomena' (Kemmis, Cole and Suggett, 1983), which has led to teaching which is 'exciting, engaging and personally meaningful' (Beane, 1995) and which has a real impact upon the learner.

This is particularly apparent at the moment as students begin their independent research investigations. These investigations require students to refine their own focus for inquiry and to adopt a reflective and strategic approach to selecting the best sources to analyse, and the best evidence from these to relate their inquiry questions. In the twenty-first century, the essential skills for students is not how to find facts, but what to do with the vast array of information available to them. In the information age facts are on line, on demand, 24-7. As Dr Clare Wright, La Trobe University postdoctoral research fellow in history, pointed out, 'Isn't that why God invented Google?' (Hayward, 2006). However, the 'facts' online may be of dubious quality and data in and of itself is not meaningful. What students need to be taught is how to best find and



use information to create meaningful understandings about the world and their place within it. As part of this investigation of 'personally meaningful' approaches to History, a number of Queensland schools have piloted the Big History Program. The Big History Project is collaboration between pilot schools, teachers and educators. Supporters include Bill Gates, David Christian and the University of Michigan. Big History takes students on a 13.7 billion year journey, from the Big Bang to modern day and ultimately the future. It is designed as a yearlong, interdisciplinary course targeting year 9 or 10. It weaves evidence and insights from many scientific and historical disciplines into a single, accessible historical narrative. Somerville House and St Aidan's Anglican Girls School have both trailed the program this year with great success. Students particularly like the interconnected manner in which the methodology of historical and scientific investigations work together to create a new 'Grand Narrative': a narrative of the human species rather than a national narrative. More information is available at <http://www.bighistoryproject.com/The-Big-History-Course>.

**Sue Burville-Shaw**

President, QHTA



Top: Victoria Poon accepts her award for the QHTA Essay Writing Comp;  
Above: Students participate in the Young Historians Workshop.

## New South Wales

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First term of 2013 was highlighted by the second High Achievers Presentation evening held in the inspiring surrounds of the Nicholson Museum at the University of Sydney. First place getters in HSC History subjects and HTANSW competitions spoke passionately about the positive impact studying History had on their lives.

Second term is traditionally one of the peak periods on the NSW calendar. The HTA's road warriors have been flat out ensuring that remote areas of the state have access to quality professional development presenting in Bingara, Wollongong and Temora during May. We see that access as a critical component of the HTA's charter in NSW, and the enthusiastic reception these days have received has been extremely gratifying.

We are also excited to be supporting a number of rural workshops on the Cities of Vesuvius for Ancient History teachers in conjunction with Academy Travel and the Herculaneum Conservation Project.

June sees the HSC Study Days at the University of Sydney which ensure our Year 12 students have access to highly

qualified lectures that help prepare students for that annual battle with examiners. Again, our grant scheme to assist remote schools to attend has been gratefully received.

June will also see the awarding of the next Premier's History Scholarship, a \$10 000 scholarship sponsored by HTANSW to ensure that classroom teachers have the opportunity to extend their professional experience and enrich their own classroom, and History teaching in general. Our 2012 scholar, Anne Gripton is currently preparing some wonderful material on teaching the Year 7 – 10 overviews.

Preparations have been completed for the State Conference to be held at the University of Sydney on July 26 and 27. It will explicitly support the introduction of the new NSW Syllabus for the Australian Curriculum.

**Bernie Howitt**

President, HTANSW



## South Australia

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The year began with our Senior SACE Afternoon for Year 12 Teachers at the RSL Hall, Torrens Parade Ground on Friday, 8 February. It is always encouraging to see a mix of experienced teachers, teachers consolidating their practices after a number of years and of course teachers managing Year 12 History for the first time. We witnessed excellent presentations by Meridie Howley (SACE Board), Rachel McCall (Woodcroft College) and HTASA Committee Members: Malcolm Massie, Daryl Best and Andrew Buxton. We are very grateful to all of these presenters in their various capacities for sharing methodology and practical ideas in delivering Senior History to our students. To witness fifty-two teachers engaging in these presentations always confirms for me the importance of sharing in professional learning communities.

This year we are very excited about the opportunity to pause and reflect on the completion of 50 years of exemplary service by the HTASA to the History Teachers of South Australia. We are planning a celebratory dinner on 2 August and our Diamond Jubilee Dinner Coordinating Committee will be communicating with current and past members as this terrific event draws nearer.

Members also have a new surprise when they visit our updated website. We have, courtesy of committee members Malcolm Massie and Mandi Dimitriadis, created a new blog where teachers can freely ask questions and engage in professional discussions. Please feel free to participate and add your thoughts on the diverse range of issues and debates among our community.

Finally, last November we celebrated the wonderful achievements of our young historians at the South Australian National History Challenge presentations. As usual the afternoon went splendidly thanks to our hard working National History Challenge Coordinator, Ms Filomena Isles.

Please feel free to drop in and chat on our new blog, found at our website and share any thoughts or ideas from around our national community of history teachers.

**Paul Foley**  
President, HTASA

## Western Australia

# HTAWA

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At the recent Primary event in Western Australia, an authentic historical venue and a session packed with practical classroom and field trip ideas, useful class teaching strategies, a bundle of take home resources, information provided by Mr Ian Murray on the classroom possibilities afforded by entering the National History Challenge, all so ably orchestrated by Maree Whiteley, the AISWA Humanities Consultant, provided a grateful group of primary participants with a host of AC History and NHC learning activities. Joy Lefroy (National Trust (WA) Education and Learning Manager) was right at home in the Daisy Rossi Room of the Old Observatory and headquarters of the National Trust (WA), as she led us along a virtual pathway with curriculum-linked information of National Trust venues guaranteed to

engage and enhance the learning of any visitor. With our head filled with enormous possibilities for future field trips relevant to our own students' needs, we were then shown a video montage of best practice teaching strategies that have worked so well in the Year 6 classroom of Rebecca Duyckers from Perth College. After filing those ideas away, Robin McKean, from St Hilda's Junior School, presented us all with a collection of visually bookmarked resources and work samples designed to scaffold teachers and students as they embark on that exciting new narrative that is our new AC History. For a taste of these Historical Resources you can start at: <http://www.sitehoover.com/primary-history-teachers-network/>.

**Robin McKean**  
Primary Committee Member, HTAWA



## Northern Territory

W: <http://www.seant.org.au/>

GHTANT Council was delighted that one of our council members was selected to be a teacher chaperone for the Simpson Prize Gallipoli tour.

Our first teacher professional development was a launch of the National History Challenge in March, held in the impressive venue of the Northern Territory Library. The Library is part of the NT Legislative Assembly building, and is the repository of many historical treasures. While fewer than ten Darwin teachers attended, they really enjoyed the personalised tour provided by the Research Manager. They were able to get intimate views of some of the library's treasures, relating from pre-colonial through colonial times and the twentieth century. The Research Manager was also able to point teachers to some enduring myths and legends about NT people and events.

On Saturday, 25 May, GHTANT hosted a History Professional Development Day convened by HTAA. The support of HTAA enabled us to offer workshops at primary, middle and senior stages of schooling. All delegates were impressed and delighted by HTAA's website for AC History (see page 4 of this e-Bulletin) introduced in a keynote by Paul Kiem. We were pleased

that twenty-seven teachers attended, two of them travelling long distances from remote areas. All teachers gave highly positive evaluations of the day.

Over the next few months, GHTANT will focus on promoting the National History Challenge and Simpson Prize.

**Kate Minahan**  
President, GHTANT



Attendees at the GHTANT History Professional Development Day in May.

## Victoria

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On Sunday, 5 May a group of dedicated enthusiasts launched the 2013 NHC for Victorian. The group were lucky that through the continued great support of the National Trust of Victoria they could use Mulberry Hill, the old home of Darryl and Joan Lindsay for the launch. The Victorian coordinators - Colin Pearce, Jo Clyne and Alexis Watson - thank Martin Green for once again making one of the magnificent National Trust properties available for use. They also thank Sharon, the custodian of the house for the fabulous information tour she provided.

The group were addressed by Madeleine Barker, a Year 10 student from Irymple Secondary College in Mildura. Madeleine has entered the challenge since Year 5 and spoke about her experiences in the challenge and the benefits that she feels she has gained through her participation.

'I have been entering the National History Challenge since I first could in grade 5 and still love it today. This year will be my sixth year competing in the competition. I have covered a wide range of subjects over the past five years. ...

In my first year, the theme was "Australia meets the world". I chose to do my presentation in the form of a PowerPoint on the cricketer legend, Don Bradman. I talked about Don Bradman being a symbol of hope in the time of the great Depression. I also discussed how he was known over the world as a great cricketer and later went on to coach "The Invincibles", the first cricket team to tour England unbeaten.

In my second year I chose to do it on the colonisation of Australia, with the theme being 'triumph over adversity'. In my presentation I showed how the immigrants to the 'new found land' battled disease and lack of food to successfully create a new colony.

My third year saw me research the America's Cup race of 1983. This was the first year that anyone other than America had won. The race was filled with controversy over the new 'winged keel' design on the Australia II. The whole nation celebrated the win with the Prime Minister of the time, Bob Hawke famously saying, 'Any boss who sacks an employee for not turning up to work today is a bum'.

The theme for the next year was 'Defining Moments' and I chose to write an essay on the famous Gough Whitlam sacking. It was a defining moment as it was the first and only time a prime minister has been sacked.

Last year was my most favourite research topic. I researched and compared two famous WWI commanders, Lieutenant General Sir John Monash, the first Australian to be placed in charge of Anzac troops, and General Sir Ian Hamilton, the commander at Gallipoli. The theme was 'People and Consequences' and in my essay I discussed how the decisions of those two commanders affected the outcome of the war. I also received a certificate of commendation for my essay at state level.

I have also progressed to national level for the past three years but have not placed.

I really enjoy the History Challenge and will be competing this year as well. I continue to participate in the challenge because I love learning about completely new things. It allows you to look into a topic that you're interested in in depth. I have learnt so many things through my time competing in the competition, not just about history, but also about how to make a good presentation. I have learnt what a good speech needs and I have gained self confidence in public presentations through this project.

The competition equips students with fantastic research skills which will help them with many aspects of their life. In my experience, I have had to go to great lengths to find the information I have needed. I have had to become adept at searching the internet to find the right information; I have had to learn how to find information in books using the index. I have also had to use the library service to find the right material and contacted the state library to find primary sources to back up my information and make my

work detailed and in-depth. These research skills have proved invaluable in my school work.

The History Challenge has also equipped me with presentation skills that have improved my ability at school. I have learnt how to make a good power point presentation and how to write an interesting and informative speech. I have gained experience and knowledge on how to write and structure an essay. My English language skills have also been greatly improved through participating in the History Challenge. These skills have all helped to improve my school work.

The History Challenge allows students to look into a topic in full which leads to greater knowledge that can be applied to life. It also leads to an interest in history and can help students to become passionate about history.'

## Jo Clyne

Co-ordinator, Education and Consultancy Services, HTAV



Madeleine Barker delivering her address at the National History Challenge Launch in May.

# Tasmania

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The THTA were very excited to be involved through their president, David Boon, in an exciting new resource for the teaching of both convict and WWI history. The resource, developed by Roar Film with funding from Education Services Australia, makes use of some amazing research by the *Founders and Survivors* project. <http://foundersandsurvivors.org/>.

Founders and Survivors is a partnership between historians, genealogists, demographers and population health researchers which seeks to record and study the founding population of 73000 men, women and children who were transported to Tasmania. Part of this research focuses on the records of WWI service-men who were descendants of convicts to look at possible health links between the convicts and their descendants.

Wonderful offshoots of the project included the amazing personal stories of some of these convicts and soldiers and it is these that are recorded in *Founders and Survivors Storylines* <http://www.founders-storylines.com/>. David Boon was involved in this project both as a teacher interviewed about the benefits of studying individual lives and as a descendant of two of the convicts and their WWI grandson.

The website has two main sections: Storylines and Mugsheets. Storylines tells the individual convict and world war one stories of some amazing Tasmanians through words, images, documents and filmed interviews with descendants and/or historians. A number of these stories are accompanied by songs by some Australian musicians led by Mick Thomas of Weddings Parties Anything fame. These are available as audio files and many have film clips. A number of these can also be accessed on YouTube along with a selection of the interviews that feature in the resource (<http://www.youtube.com/user/fsstorylines>.) Mugsheets allows you to access records for Tasmanian convicts and use convict descriptions to create a face using the Facemaker Identikit tool.

Although focussed on Tasmanian lives, this resource has much in it about the experiences of ordinary individuals that make it applicable to the study of Australian history more generally.

**David Boon**  
President, THTA